

A DESCRIPTIVE SURVEY ON THE LIFE SATISFACTION OF THE SCHOOL-GOING ADOLESCENTS OF PURULIA DISTRICT

Education

Sajal Kumar Char	Headmaster, Munsifdanga High school, & Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.
Prodip Karmakar	Assistant Professor, Sponsored Teachers' Training College, & Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.
Biswajit Saha	Assistant Professor, Sponsored Teachers' Training College, & Research Scholar, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.
Samirranjan Adhikari	Professor, Department of Education, Sidho-Kanho-Birsha University, Purulia, West Bengal, India.

ABSTRACT

Life satisfaction is the evaluation of one's life as a whole. The present study was designed to evaluate the life satisfaction of the school-going adolescents of Purulia district in West Bengal. In this descriptive survey research data were collected by administering **Multidimensional Students Life Satisfaction Scale (MSLSS)** on a randomly selected sample of 1083 learners of class IX and X from 50 different Government, Government Sponsored and Government Aided schools of Purulia District. The results showed that the school-going adolescents were highly satisfied with their lives in every facet of **Multidimensional Students Life Satisfaction Scale (MSLSS)** as well as MSLSS in totality. It might be concluded that the school-going adolescents of Purulia district received well inspiration, affection, encouragement, much stimulation, love, cooperation, encouragement, incentives, life support, happiness and life comfort from their family, friends, schools and living environment; felt much self-assurance, self support and self dependence from their own self; as a whole derive high satisfaction with their lives.

KEYWORDS

Life Satisfaction, Happiness, Adolescents and Meaning in Life.

INTRODUCTION

Life satisfaction (LS) is the way in which people show their emotions, feelings (moods) and how they feel about their directions and options for the future. It is a measure of well-being assessed in terms of mood, satisfaction with different relationships, achieved goals, self-concepts, and self-perceived ability to cope with one's daily life. Life satisfaction is a main part of subjective well-being.

An adolescent's life satisfaction is heavily influenced by their family's dynamic and characteristics. Family bonding, family flexibility, parental supports are all huge factors into the adolescent's life satisfaction.

Terms like happiness, life satisfaction, and subjective well-being are used interchangeably, which is not the proper use of the words. There are three separable components of subjective well-being – (a) positive affect (PA), (b) negative affect (NA), and (c) life satisfaction (Diener, Emmons, Larsen & Griffin 1985).

OBJECTIVE OF THE STUDY

The main objective of the study was to know the current status of phenomenon of the different facets of life satisfaction of the school-going adolescents of Purulia district.

Life Satisfaction – the Construct of the Study

Life Satisfaction refers to a person's general happiness, freedom from tension, interest in life etc. John Locke emphasized happiness is satisfaction (Tatarkiewicz, 1976). Academic Life Satisfaction is operationally defined as the expected satisfaction in one's life in school by the fulfilment of his/her important academic goals or aspirations. Bronzaft (1996) investigated and found that academic achievement and life satisfaction are strongly related.

A Brief Review on Life Satisfaction

Life satisfaction is a global evaluation by an individual of his or her own life Pavot, Diener, Colvin, and Sandvik (1991). Research reports on life satisfaction have been differentiated from other well-being constructs such as self-esteem (Terry & Huebner, 1995; Lucas, Diener, & Suh, 1996; Huebner, Gilman, & Laughlin, 1999), depression (Lewinsohn, Redner, & Seely, 1991), positive affect (Lucas et al., 1996; Huebner, 1991c; Huebner, & Dew, 1996).

According to study was carried out through descriptive survey method within ex-post- facto research design. To collect the data "Multidimensional Students Life Satisfaction Scale (MSLSS)" were

administered on a random sample of 51 male and 64 female school going adolescents. In Multidimensional Students Life Satisfaction Scale (MSLSS) there are 40 items and with each item a 5-point Likart type scale ranging from 1 to 5 is attached. The result shows that the mean and standard deviation of MSLSS scores were 158.93 and 19.435 respectively. Here the mean (158.93) was much higher than the ambivalent score (120). Again according to the manual of the test higher scores reflect a greater sense of life satisfaction. It might be concluded that on an average the school going adolescents were highly satisfied in their life. Char, Adhikari, Mahata (2017).

Life Satisfaction is subjective well being and contentment with one's own life in general. The Present study was designed to assess the life satisfaction of the female learners of our country through descriptive survey method within ex-post- facto research design. It was observed from this study that the female learners of our country receive much inspiration, affection and encouragement from their family; have not so much stimulation, love, cooperation and support from their friends; receive much encouragement, incentives, warmth and life support from their schools; enjoy not so much comfort, happiness and heat from their living environment; feel much self-assurance, self support and self dependence from their own self; as a whole derive high satisfaction with their lives. (Das, Adhikari and Bhattacharya, 2020.)

METHODS

The present study was carried out through descriptive survey method. The details regarding sample, tool, procedure of data collection and statistical technique were reported hereunder.

Variables

Life Satisfaction is the only variable of the present study.

Sample

In the present study, the respondents were randomly selected from 50 schools of 23 educational blocks of Purulia district in West Bengal, India.

Sampling Technique

In the present study multiphasic stratified random sampling technique was adopted.

Source

Government, Government Sponsored and Government aided Secondary and Higher Secondary Schools of Purulia District of West

Bengal, India, were the source of sample.

Sample Characteristics

- (a) Only Bengali speaking students were taken.
 (b) Students of Class IX and X (of age group 14 to 15 years) were selected.

Sample Size

Total 1083 school-going adolescents were selected as sample of the study.

Tool of Research

The following research tool was used in the present study for data collection. The tool was selected by applying yardsticks of relevance, appropriateness, reliability, validity and suitability. Brief description of the tool is given hereunder.

Multidimensional Students Life Satisfaction Scale (MSLSS) (Huebner et al., 1998)

The *Multidimensional Students Life Satisfaction Scale (MSLSS)* (Huebner et al., 1998) was used as research tool in the present study. This self-report scale is designed to assess students' life satisfaction. In this scale there are total 40 items; a 5-point agreement format is used for each item. Specifically, the MSLSS was designed to – (a) provide a profile of children's satisfaction with their lives in the important and specific domains (i.e., Family, Friends, School, Living Environment and Self); and (b) assess their general overall life satisfaction (i.e., MSLSS in totality).

The domains contain unequal number of items. The total scores of each domain were made comparable by summing the item responses in a domain and dividing it by the number of total items of the domain. Therefore, the maximum score in each domain is 5, the minimum is 1 and the mid value is 3.

The mean of the scores of each dimension was interpreted as –

- a) **Very Low Satisfaction** when the mean falls in the range of 1.00 to 1.99,
 b) **Low Satisfaction** when the mean falls in the range of 2.00 to 2.99,
 c) **High Satisfaction** when mean falls in the range of 3.00 to 3.99,
 d) **Very High Satisfaction** when mean falls in the range of 4.00 to 5.00

Again, in case of MSLSS in totality the mean may be interpreted as –

- a) **Very Low Satisfaction** when the mean falls in the range of 5.00 to 9.99,
 b) **Low Satisfaction** when the mean falls in the range of 10.0 to 14.99,
 c) **High Satisfaction** when mean falls in the range of 15.00 to 19.99
 d) **Very High Satisfaction** when mean falls in the range of 20.00 to 25.00.

Procedure For Data Collection

The heads of the institutions were contacted for his/her permission to allow collecting the necessary data. The relevant data were collected by administering the above-mentioned tool on the subjects under study in accordance with the directions provided in the manual of the tool.

Analysis Of The Collected Data

The results of the study were extracted in descriptive analysis with the help of SPSS 20.0 software.

RESULTS

Here the descriptive statistics of the scores obtained by the students in *Multidimensional Students Life Satisfaction Scale (MSLSS)* are presented herewith in table-5.1 and figure-5.1.

Table-5.1: Descriptive Statistics of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores Of School-going Adolescents Of Purulia District

MSLSS Score	N	Range	Minimum	Maximum	Mean	Std. Deviation
Family	1083	4	1	5	4.15	0.60
Friends	1083	3	2	5	3.69	0.56
School	1083	3	2	5	3.90	0.52
Living Environment	1083	3	2	5	3.77	0.58
Self	1083	4	1	5	3.61	0.66
MSLSS	1083	13	11	24	19.12	1.78

Table-5.1 exhibits the descriptive statistics of scores on different facets and as a total of the *Multidimensional Students Life Satisfaction Scale (MSLSS)* of the students. In case of the facet related to satisfaction on *family* life the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4 ; the “mean” and “standard deviation” of the said distribution were 4.15 and 0.60 respectively. Next, in case of the facet related to satisfaction of having *friends* the “minimum” of the scores was 2 and the “maximum” of those was 5 and the range was 3; the “mean” and “standard deviation” of the said distribution were 3.69 and 0.56 respectively. Then, in case of the facet related to satisfaction of having the *school* the “minimum” of the scores was 2 and the “maximum” of those was 5 and the range was 3; the “mean” and “standard deviation” of the said distribution were 3.90 and 0.52 respectively. Then in case of the facet related to satisfaction derived from *living environment* the “minimum” of the scores was 2 and the “maximum” of those was 5 and the range was 3 ; the “mean” and “standard deviation” of the said distribution were 3.77 and 0.58 respectively. Next, in case of the facet related to satisfaction derived from *self* the “minimum” of the scores was 1 and the “maximum” of those was 5 and the range was 4; the “mean” and “standard deviation” of the said distribution were 3.63 and 0.66 respectively. Finally, in case of *MSLSS* scores in a totality the “minimum” of the scores was 11 and the “maximum” of those was 24 and the range was 13; the “mean” and “standard deviation” of the said distribution were 19.12 and 1.78 respectively.

The figure-5.1 shows that the distribution of the *Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the School-Going Adolescents of Purulia District* was near to normal. So, the sample may be called representative sample.

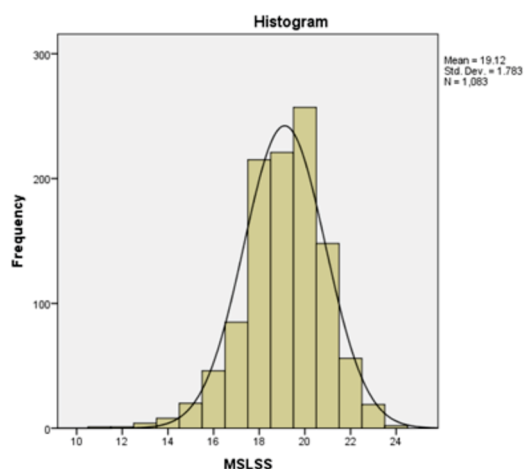


Figure-5.1: Histogram with Normal Probability Curve of Multidimensional Students Life Satisfaction Scale (MSLSS) Scores of the School-Going Adolescents of Purulia District

DISCUSSION

From the result of the table-5.1 it was observed that – in case of life satisfaction derived from family-life was very high; and in case of life satisfaction derived from having friends, school environment, living environment and self satisfaction were high. Subsequently, life satisfaction in totality was also high. There are scarcities of natural resources including water in this part of Chotanagpur plateau; the lands yield only paddy in a session as a crop. But the people here live mainly in mud build houses and uses cattle rearing and petting other domestic birds and animals. As people of Purulia are not so demanding they may remain happy and satisfied with this life style. There are several cultural activities here; these also may be the manifestations of their satisfied lives. From these facts results of the present study may be justified.

CONCLUSION

It might be concluded that the school-going adolescents of Purulia district received well inspiration, affection and encouragement from their *family*; received much stimulation, love, cooperation and support from their *friends*; received much encouragement, incentives, warmth and life support from their *schools*; received much enjoy, comfort, happiness and heat and affection from their *living environment*; felt much self-assurance, self support and self dependence from their own

self; as a whole derive high satisfaction with their lives.

REFERENCES

1. **Bronzaft, A. L. (1996).** Top of the class guiding children along the smart path to happiness: *Creativity research*. (ERIC Document Reproduction Service, No. ED 419594).
2. **Char, S.K., Adhikari, S. and Mahato, S. (2017).** A Probe into Life Satisfaction of the School-Going Adolescents. *IOSR Journal of Humanities and SocialScience (IOSR-JHSS)*, 22 (7):36-42. DOI: 10.9790/0837-2207143642 www.iosrjournals.org.
3. **Das, K., Adhikari, S. and Bhattacharya, S. (2020).** A descriptive survey on the life satisfaction of the female learners. *International Journal of Scientific Research*, 9(1): 1-3.
4. **Diener, E., Emmons, R.A., Larsen, R.J. and Griffin, S. (1985).** The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49: 71–75.
5. **Huebner, E. S. (1991c).** Further validation of the Students' Life Satisfaction Scale: The independence of satisfaction and affect ratings. *Journal of Psychoeducational Assessment*, 9: 363-368.
6. **Huebner, E. S., and Dew, T. (1996).** The interrelationships among life satisfaction, positive affect, and negative affect in an adolescent sample. *Social Indicators Research*, 38: 129-137.
7. **Huebner, E. S., Laughlin, J. E., Ash, C. and Gilman, R. (1998).** Further validation of the Multidimensional Students' Life Satisfaction Scale. *Journal of Psychological Assessment*, 16: 118-134.
8. **Huebner, E. S., Gilman, R. and Laughlin, J. (1999).** The multidimensionality of children's well-being reports: Discriminant validity of life satisfaction and self-esteem. *Social Indicators Research*, 46:1-22.
9. **Lewinsohn, P. M., Redner, E. and Seeley, J. R. (1991).** The relationship between life satisfaction and psychosocial variables: New perspectives. In F. Strack, M. Argyle, & N. Schwarz (Eds.), *Subjective well-being: An interdisciplinary perspective*, 193-212. New York: Pergamon.
10. **Lucas, R. E., Diener, E., and Suh, E. (1996).** Discriminant validity of well-being measures. *Journal of Personality and Social Psychology*, 71:616-628.
11. **Pavot, W., Diener, E., Colvin, C. R. and Sandvik, E. (1991).** Further validation of the Satisfaction with Life Scale: evidence of cross-method convergence of well being measures. *Journal of Personality Assessment*, 49:149-161.
12. **Tatakiewicz, W. (1976).** Analysis of happiness. Poland: Polish Scientific Publishers.
13. **Terry, T. and E. S. Huebner. (1995).** The relationship between self-concept and life satisfaction in children, *Social Indicators Research*, 35: 39-52.